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ABSTRACT

In 1982-83, Project CHASP offered bilingual instruction and support services to 100 Cambodian and 75 Hispanic limited-English-speaking students in the 9th and 10th grades at Theodore Roosevelt High School, Bronx, New York. The goal of the program was to develop student proficiency in the English language skills necessary for full mainstreaming while reinforcing native language ability. Quantitative analysis of student achievement indicates that: (1) overall, students met the program's English language development objectives; (2) in Spanish reading, 9th graders showed statistically significant improvement; (3) almost all objectives in the content areas of math, science, and social studies were met; (4) the passing rate for Hispanic students in native language studies was over 90% (Cambodian data were not available); and (5) the program's attendance rate was significantly higher than the general school attendance rate. In addition, curriculum objectives were partly met, supportive services were successfully implemented, appropriate staff development activities took place throughout the year, and parents of participants attended programs, conferences, and cultural activities sponsored by Project CHASP. The major obstacle to the project's smooth operation was the unavailability of credentialed Cambodian personnel. The lack of native language materials in Khmer and the fact that the Cambodian paraprofessionals were extremely overextended were also problems. (CMG)

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THEODORE ROOSEVELT HIGH SCHOOL

PROJECT C.H.A.S.P.

1982-1983

OEE Evaluation Report

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UD023625

O.E.E. Evaluation Report

January, 1984

Grant Number: G008202417

THEODORE ROOSEVELT HIGH SCHOOL

PROJECT C.H.A.S.P.

1982-1983

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A SUMMARY OF THE EVALUATION

FOR PROJECT CHASP

THEODORE ROOSEVELT HIGH SCHOOL

1982-1983

Project CHASP, in its first year of a two-year funding cycle, offered bilingual instruction and support services to 100 Cambodian and 75 Hispanic limited English proficient students in the ninth and tenth grades. All were foreign-born and spoke either Kmer or Spanish at home. They varied in their native-language ability, proficiency in English, and their overall academic preparedness.

The goal of the program was to develop students' proficiency in English language skills necessary for full mainstreaming while reinforcing native language ability. The instructional approach was based on students' levels of English proficiency.

A combination of seven funding sources supported the program. Title VII funds supported the administrative staff while Chapter I, New York City Module 5B, P.S.E.N., Chapter 268, Transitional Program for Refugee Children, and tax-levy funds added additional dollars to the project. Curriculum materials were developed in native language arts, mathematics, and history. Supportive services consisted of guidance and academic counseling, home visits, and career orientation. Staff development activities included workshops, conferences, and attending university courses. Parents of program participants attended programs, conferences, and cultural activities sponsored by Project CHASP. The program also referred parents to adult education programs.

Students were assessed in English-language development (Criterion Referenced English Syntax Test); growth in their mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, social studies, science, and native language studies (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students mastered two CREST objectives per month on Levels I and II in the fall and an average of 1.13 objectives on these levels in the spring. On Level III, students mastered 0.5 objectives per month in the fall and spring. Overall, students met the program objective in this area.

--In Spanish reading, ninth-grade students met the criterion of statistically significant improvement.

--The program objective, that 70 percent of the students would pass teacher-made examinations in the content-areas of mathematics, science, and social studies was met by students in both language groups in both semesters, except Hispanic students in fall mathematics courses.

--The passing rates for Hispanic students in native language studies were 96 percent in the fall and 91 percent in the spring. Data could not be reported for the Cambodian students in this area, due to staffing limitations.

--The overall attendance rate of program students was higher than the general school attendance to a statistically significant degree.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Creating a remedial bilingual mathematics class to provide individualization for those students who have difficulties following the regular bilingual math curriculum;

--Contacting the Special Education Division of the New York City Public Schools for technical assistance in diagnosing and placing LEP students who appear to be in need of special education services;

--Continuing a search for Cambodian personnel, in particular a Khmer-speaking counselor to facilitate communication with the Cambodian students.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT C.H.A.S.P.:

CAMBODIAN AND HISPANIC ACHIEVEMENT

FOR STUDENTS AND PARENTS

FOREIGN LANGUAGE/BILINGUAL EDUCATION DEPARTMENT

THEODORE ROOSEVELT HIGH SCHOOL

Location:	500 East Fordham Road Bronx, New York
Year of Operation:	1982-83 Title VII of the Elementary and Secondary Education Act, first year of funding.
Target Languages:	Cambodian and Spanish
Number of Participants:	100 Cambodian students 75 Hispanic students
Principal:	Caesar Previdi
Project Director:	Carmen Miranda

INTRODUCTION

Project Cambodian and Hispanic Achievement for Students and Parents (CHASP) is a comprehensive bilingual secondary education program offering bilingual instruction and non-instructional services to 100 Cambodian and 75 Hispanic limited English proficient (LEP) ninth- and tenth-grade students at Theodore Roosevelt High School in the Bronx.

The program, in the first year of a two-year cycle, was funded by a grant from the Elementary and Secondary Education Act (E.S.E.A.) Title VII. Chapter I, Chapter 268, P.S.E.N., Module 5B, T.P.R.C., and tax-levy were additional funding sources.

In addition to required and elective instructional courses, students participated in both career and cultural activities. Staff development consisted primarily of attending college courses, professional conferences, and training workshops. Parental involvement in the program was achieved through parent association meetings, cultural activities, and discussions with the program's family assistant.

This report will describe the project's context, components, participants, and activities; report the participants' achievement and attendance data; analyze and interpret these data; and make recommendations for possible program improvement. Data for this report were collected from interviews with school and program administrators, teachers, parents, students, and program assistants; classroom observations; and review of relevant program records. In addition, a questionnaire provided by the Office of Educational Evaluation was completed by the project director.

I. DEMOGRAPHIC CONTEXT

COMMUNITY SETTING

The neighborhood surrounding Theodore Roosevelt High School is both residential and commercial and has undergone a major transformation over the past ten years. Vacant lots and abandoned buildings signal deterioration. These physical changes have been accompanied by changes in the demographic characteristics of the residents. Once largely composed of working-class Irish and Italian families, the area has become a community consisting of low-income Hispanic and black residents with a recent increase in Asian families. The Asian residents are a heterogeneous group comprised of Vietnamese, Cambodians, Chinese, and Laotians.

Theodore Roosevelt students typically live in neighborhoods marked by poor housing, limited health-care services, and high rates of unemployment and welfare dependency.

SCHOOL SITE

There is a long history of services to LEP students at Theodore Roosevelt. The first pilot program for LEP students began in 1974 supported by tax-levy funds. In 1975, Project Achievement Through Bilingual Education (ABLE) was funded by Title VII. This program was institutionalized when funding ended. In 1980, Project Striving Upward Through College and Career Education (SUCCESS) was the second Title VII grant proposal to be funded. Project CHASP is the third Title VII project in the school.

In the fall of 1982, the total school register was 3,471 students. Of that number, 2,001 (58 percent) were Hispanic and 248 (7 percent)

were Indo-Chinese. School records indicate that there were 700 LEP students in the total school population. Table 1 lists the ethnic/racial composition of students in the school as a whole.

TABLE 1

Ethnic/Racial Composition of Students in the School as a Whole[a]

Ethnicity/Race	Number of Students	Percent of School
Hispanic	2,001	57.6
Black	1,167	33.6
Asian	248	7.1
White	53	1.5
American Indian	1	0.2
Total	3,471	100.0

[a]Source. Pupil Ethnic Composition Report, October 1982, Office of Student Information Services, Board of Education of the City of New York.

II. STUDENT CHARACTERISTICS

Project CHASP serves two ethnolinguistic populations; Hispanic and Cambodian. The Cambodian participants are the more homogeneous of the two groups since they are from the same country (see Table 2) and share a common culture. But both groups' range of native language ability, as well as English language ability, varies from functional illiteracy to literacy. And, all participants have varied educational backgrounds: some have had their schooling interrupted; some have received fewer years of education than is expected at their age; and a few are attending school for the first time. Table 3 lists the number of program participants by age and grade; Table 4 represents the distribution by sex and grade of the participants.

Project staff suggested a number of factors that affect the English language acquisition of participants. For the Cambodian students, the contrast between the English alphabet and the Khmer alphabet is a major variable. For the Spanish-speaking students, English language acquisition often depends on the amount of exposure to English within their neighborhoods. Program personnel also noted that the bilingual students have many health problems which stem from the stress associated with financial difficulties and cultural adjustment. These factors also affect language acquisition. Table 5 presents the time spent by students in the program, by grade.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	64	81
Dominican Republic	8	10
Honduras	4	5
Panama	2	3
Ecuador	1	1
Total	79	100
Cambodia	75	100
TOTAL	154	

•Over 80 percent of the Spanish-speaking students were born in Puerto Rico.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Total
14	8		8
15	11		11
16	30	6	36
17	20	19	39
18	15	7	22
19	6	10	16
20	2	9	11
21	2	7	9
22	1		1
23		1	1
TOTAL	95	59	154

Overage Students

All Students	Number	76	53	129
	Percent	80.0	89.8	83.8
Hispanic Students	Number	50	9	59
	Percent	80.6	75.0	79.7
Cambodian Students	Number	26	43	69
	Percent	86.7	95.5	92.0

Note. Shaded boxes indicate expected age range for grade.

- Eighty-four percent of the program students are overage for their grade.
- The high percentage of overage Cambodian students (92 percent) reflects the education and migration history of this group.

TABLE 4

Number and Percent of Program Students by Sex and Grade

All Students

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	62	66	32	34	94	61
10	33	56	26	44	59	39
TOTAL	95	62[a]	58	38[a]	153	100

[a]Percent of all program students.

- Male students outnumber females in both the ninth and tenth grades.
- Most program students are in the ninth grade.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Total
<1 Academic Year	5	1	6
1 Academic Year	86	59	145
2 Academic Years[b]	2		2
3 Academic Years[b]	2		2
Total	95	60	155

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- Ninety-seven percent of the students had participated in the program for one year or less.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

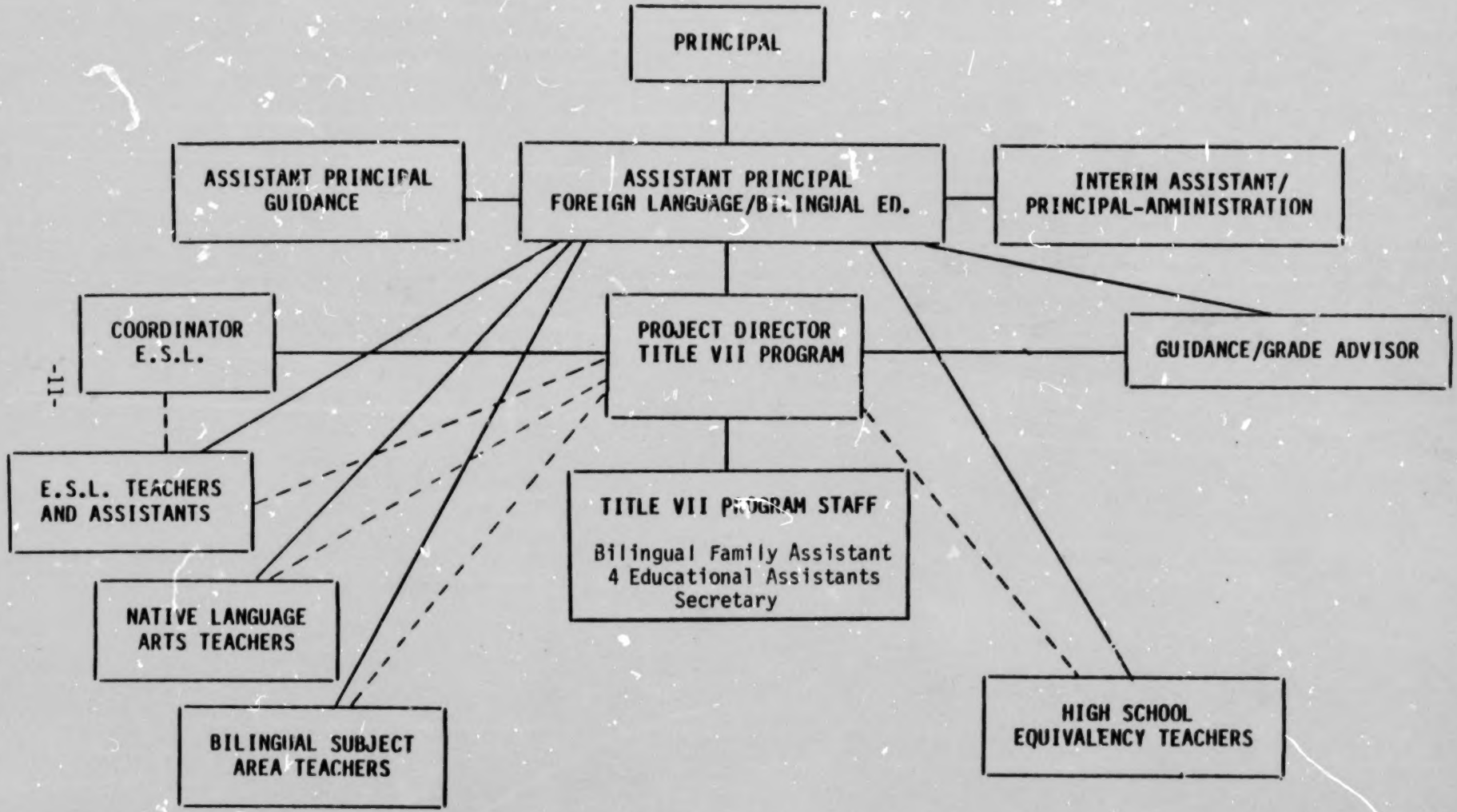
The Project CHASP philosophy of bilingual education focuses on the need for English language proficiency yet recognizes the importance of maintaining native language and native culture. The project emphasizes enrichment rather than remediation. The instructional approach presupposes that English language proficiency may be obtained through English as a second language (E.S.L.) instruction, and content-area instruction in the native language with a gradual increase of English usage in content-area instruction. Students' individual programs reflect their level of English language proficiency.

ORGANIZATIONAL STRUCTURE OF PROJECT CHASP

Figure 1 illustrates the operational structure of Project CHASP. As noted, the project is under the direct supervision of the assistant principal for foreign languages and bilingual education who supervises instruction in the bilingual program as well as the activities of the Title VII project director and staff. The project director coordinates the activities of the bilingual program staff, provides in-service training, and develops materials appropriate for the bilingual program. In addition, the project director coordinates CHASP's activities and services with those of other programs providing services to the bilingual students.

FIGURE 1

Organization of Bilingual Program at Theodore Roosevelt High School



PROGRAM OBJECTIVES

The program proposed the following instructional and non-instructional objectives:

Instructional Objectives

1) At least 60 percent of the students enrolled in English as a second language will master at least 10 more objectives when post-tested on the same level of the Criterion Referenced English Syntax Test (CREST).

2) At least 70 percent of the students in the Cambodian program will attain a criterion level set on teacher-made mathematics, science, social studies, and native language tests in Khmer.

6) At least 70 percent of the students enrolled in individualized mathematics instruction will pass teacher-developed criterion referenced tests (at least one per month).

7) Students who receive a full year of instruction will increase their performances on the appropriate level of the Prueba de Lectura at the .05 level of significance.

Staff Development Objectives

1) Fifty percent of the staff will be involved in other than in-service training including university courses, professional seminars, workshops, and conferences.

2) One hundred percent of the staff will be involved in in-service training including such areas as the development of curriculum suitable for special classes, and individualization of instruction.

Parent/Community Objectives

1) At least 60 percent of parents of student participants will visit the program once during the year to check on the progress of their children.

2) At least 80 parents will participate in evening classes for high school equivalency preparation, E.S.L. instruction, and/or career training.

3) At least 40 percent of parents of participants will attend school functions such as Parent Association meetings, Open School Days, assembly programs, and school trips.

The assessment of the extent to which these objectives were carried out is integrated throughout this document in the appropriate sections.

The major problem encountered by Project CHASP in carrying out its objectives stems from the difficulties in obtaining certified Khmer language teachers for the Cambodian component. Because of the credentialing requirements of both the New York State Department of Education and New York City Board of Education, there is currently no pool of Khmer language teachers from which to draw. As a result, the project has relied on two Cambodian paraprofessionals who work translating and developing native language materials and who assist in the classrooms with translation. This limitation made it impossible for Project CHASP to offer parallel content-area instruction in the Cambodian component of the program. However, an active search is under way, and it is anticipated that a Khmer language teacher will be hired in the fall of 1983.

As a result of being unable to hire a teacher for instruction in Khmer and to develop appropriate tests, the instructional objectives in the areas of language arts, social studies, and science could not be met. The Cambodian paraprofessionals were able to assist in developing only mathematics tests during this academic year.

FUNDING SOURCES

Project CHASP was funded for 1982-83 as proposed with the exception of the parental training component which consisted of one parent trainer position. This was cut from the budget and the project was modified accordingly. Although the component was cut, it was successfully achieved

through the district's provision of E.S.L. and G.E.D. instruction in Spanish. The enrollment was over thirty with a waiting list for the classes.

Project CHASP combines seven funding sources in serving project students: E.S.E.A. Title VII, Chapter I, Module 5R, P.S.E.N., Chapter 268, Transitional Program for Indo-Chinese Refugees (T.P.R.C.), and tax-levy funds.

Table 6 presents the funding sources of non-instructional program components. As Table 6 indicates, the primary funding sources for the non-instructional components are Title VII, Chapter I, and tax-levy.

In terms of the instructional component of Project CHASP, funding sources[a] are made available for serving the target students as follows:

P.S.E.N.	4.0 E.S.L. teachers 3.0 E.S.L. educational assistants
Chapter I	0.2 E.S.L. coordinator 3.2 E.S.L. teachers 0.6 native language arts teacher (Spanish) 3.0 E.S.L. educational assistants
Module 5R	1.6 bilingual social studies teachers 1.0 bilingual science teacher 1.0 native language arts teacher (Spanish)
Chapter 268	1.0 bilingual mathematics teacher
T.P.R.C.	1.0 E.S.L. Teacher
Tax Levy	0.2 G.E.D. coordinator 1.0 social studies teacher 2.0 E.S.L. teachers 1.4 G.E.D. teachers 1.6 native language arts teachers
Title VII	2.0 Cambodian educational assistants 2.0 Spanish educational assistants

[a] Source. High School Personnel Inventory for Bilingual/E.S.L. Programs, 1983, Division of High Schools, New York City Public Schools.

TABLE 6

Funding of Non-Instructional Program Components

	Funding Source(s)	Personnel: No. & Title(s)
Administration & Supervision	Tax levy	1 Assistant Principal Foreign Language/Bilingual Dept.
	Title VII/ Tax Levy	.5 Title VII Project Director/ .5 Bilingual Coordinator
Curriculum Development	Title VII	2 Per Session Teachers and Educational Assistants
	Tax levy	3 Content-Area Teachers 1 E.S.L. Reading Teacher
	Chapter I	1 Native Lang. Arts Teacher 1 E.S.L. Teacher, 1 Educ. Assistant
Supportive Services	Tax levy	1 Bilingual Guidance Counselor .6 Bilingual Grade Advisor
	Title VII	1 Bilingual Family Assistant
Staff Development	Title VII Tax levy	3 Educational Assistants 1 E.S.L. Teacher, 1 Spanish Teacher 1 History Teacher (members of Foreign Language/Bilingual Department)
Parental & Community Involvement	Title VII Tax levy	All Title VII Personnel Monthly school meetings (Bilingual Counselor, Grade Advisor, and members of department)
Secretarial & Clerical Services	Title VII	1 Secretary

STAFF CHARACTERISTICS

The characteristics for both professional and paraprofessional staff at Roosevelt High School who teach or work with Project CHASP students are presented in Appendix A. This table describes their functions, time allocated for those functions, educational background, certification/licensing information, total number of years of experience in education in general and in bilingual/E.S.L. in particular.

These data provide a teacher's profile as someone with an average of 9.9 years experience in education in general; 5.3 years experience in bilingual education; and 4.0 years teaching English as a second language. Given the relative newness of bilingual education and English as a second language in relation to the other certification areas, these findings indicate a cadre of experienced teachers working with Project CHASP students.

In addition to the documentation provided herein, information obtained during an interview with the project director indicated that there is little turn-over among the bilingual project personnel who, at present, average over five years in bilingual programs at the school. It was also pointed out that all bilingual and E.S.L. staff are teaching with appropriate licenses.

Once again, the only major staffing problem for Project CHASP has been that of identifying Indo-Chinese, particularly Cambodian, personnel for the project.

IV. INSTRUCTIONAL COMPONENT

The instructional component of Project CHASP offers a general comprehensive high school program for LEP students. Programming is fairly uniform. Students typically receive three periods of English language instruction each day. Placement in native language courses is done according to native language proficiency, and placement in content-area courses primarily depends on graduation requirements. A sample program for both a ninth- and tenth-grade program student follows:

Grade 9	Grade 10	Period
English as a second language	Bilingual Science	1
	E.S.L.	2
E.S.L. Reading		3
Lunch	Lunch	4
Physical Education	Physical Education	5
Bilingual Social Studies	E.S.L. Reading	6
Bilingual Mathematics	Bilingual Mathematics	7
Native Language Arts	Bilingual Social Studies	8

These schedules reflect a typical block program for the two grades although there is individualization for students based on academic and language levels. All classes meet daily for 40 minutes each, with the exception of the first three levels of E.S.L. which meet for 80 minutes each.

CONTENT-AREA INSTRUCTION IN THE NATIVE LANGUAGE

The program objective is to offer both a Spanish and Khmer curriculum that parallels the English curriculum offerings. Thus far, the program has been successful in fully implementing the Spanish component. The Khmer component has been less successful, since there are no qualified Khmer-speaking teachers available in the metropolitan area. Currently, Cambodian students receive content-area instruction in English with translation by, and instructional assistance from, two Khmer-speaking paraprofessionals.

During the fall semester, there were ten sections of global history: six in Spanish, two in Spanish/English, and two in English/Khmer. There were three general science sections, two in Spanish and one in English/Khmer; two sections of biology in Spanish/English of which one was a Regent's course. Mathematics offerings included four sections of math skills in Spanish, four sections of pre-algebra skills in Spanish, and two sections of algebra in Spanish/English. Students also had the option of taking economics and American studies in Spanish/English. The second semester was similar to the first with the exception of fewer sections of global history (eight instead of ten).

Classroom Observations

Three observations were made of content-area classes taught bilingually or exclusively in Spanish. The primary focus of these observations was the lessons' objectives and the students' readiness for attaining these objectives. In all three classes, the objectives were precise, and the

students seemed to understand the purpose of the lesson.

Two global history classes were observed: one ninth-grade class taught in Spanish and one tenth-grade class taught in English. In the ninth-grade class, students received whole-group instruction in Spanish. The topic was the family structure and lifestyle of the Taino Indians. Students raised many questions and had many comments. The teacher presented the material with both professional competence and ease. The students responded as if they felt comfortable with both the subject matter and the teacher. The tenth-grade class was taught by the same teacher, but was conducted in English for the Cambodian students. The topic was the Russian Industrialization. Students were very attentive. The tone of the class was more serious than that of the ninth-grade class. This was perhaps because the topic was communism, a sensitive subject within the Indo-Chinese community. In both classes, maps, notes, and the chalkboard were used as instructional aids.

A tenth-grade biology class for Cambodian students was also observed. Thirty-four students were present, but the somewhat crowded conditions in no way detracted from the instruction. The topic was a review of the fertilization process in human reproduction. The students were hesitant to respond. It could not be determined if this hesitancy was due to embarrassment, lack of language proficiency, or a combination of both. There were two Khmer-speaking paraprofessionals in the room assisting students, and the teacher was sensitive and helpful to the students.

In all of the observed classes, the environment was one of high expectations for the students. For the most part, students were orderly,

actively engaged in the tasks at hand, and comfortable working as a whole group or independently. In all instances, the teacher explained the lesson objectives and wrote them on the board.

The observed teachers appeared genuinely excited about the subject matter and their students' progress. In interviewing Project CHASP native language content-area teachers, a general sense of satisfaction and mission permeated the conversations. A few of the problems they noted dealt with the heterogeneity of levels of language proficiency, academic skills in their classes, and the paucity of native language materials, especially in Khmer. The math and native language studies teachers expressed satisfaction with the math language materials available for their groups.

Tables 7 and 8 present data on content-area instruction for the fall and spring semesters.

TABLE 7

Bilingual Instruction in Subject Areas (Fall)

Course Title	No. of Classes	Aver. Reg.	Hrs./ Wk.	Language(s) of Instruction	Criteria for Student Selection	Para-professional Assistance Available ?	Percent of Materials in Native Language
Global History 1	4	34	5	Spanish (100%)	LAB scores,	No	100
Global History 2	2	34	5	Spanish (100%)	teacher	No	100
Global History 3	2	34	5	Span/Eng. (85%/15%)	recommenda-	No	85
American Studies 1	2	34	5	Span/Eng. (70%/30%)	tions and	No	70
Economics	1	34	5	Span/Eng. (70%/30%)	parental	No	100
Math Skills	4	30	5	Spanish (100%)	requests	Yes	100
Pre-Algebra	4	34	5	Spanish (100%)		Yes	100
Algebra	2	34	5	Span/Eng. (80%/20%)		No	80
General Science 2	2	34	5	Spanish (100%)		No	80
Biology 1 (Mod)	1	34	5	Span/Eng. (80%/20%)		No	80
Biology 2 (Regents)	1	34	5	Span/Eng. (70%/30%)		No	70
Global History 1[a]	1	34	5	English Khmer (80%/20%)		Yes	10
Global History 2[a]	1	34	5	English Khmer (80%/20%)		Yes	10
General Science 1[a]	1	34	5	English Khmer (80%/20%)		Yes	10

[a]Class is exclusively for program students.

TABLE 8

Bilingual Instruction in Subject Areas (Spring)

Course Title	No. of Classes	Aver. Reg.	Hrs./ Wk.	Language(s) of Instruction	Criteria for Student Selection	Para-professional Assistance Available ?	Percent of Materials in Native Language
Global History (NLA)[a]	1	25	5	Spanish (100%)	LAB Scores,	Yes	100
Global History 1	2	34	5	Spanish (100%)	teacher	No	100
Global History 2	2	34	5	Spanish (100%)	recommenda-	No	85
Global History 3	1	34	5	Span/Eng. (85%/15%)	tion and	No	85
American Studies 1	2	34	5	Span/Eng. (70%/30%)	parental	No	70
Economics	1	34	5	Span/Eng. (70%/30%)	requests	No	70
Math Skills (NLA)[a]	1	25	5	Spanish (100%)		Yes	100
Math Skills	3	34	5	Spanish (100%)		No	100
Pre-Algebra	3	34	5	Spanish (100%)		No	100
Algebra	1	34	5	Span/Eng. (80%/20%)		No	80
General Science 2	2	34	5	Spanish (100%)		No	80
Biology 2 (Mod)	1	34	5	Span/Eng. (80%/20%)		No	80
Biology 2 (Regents)	1	34	5	Span/Eng. (70%/30%)		No	70
Global History 2[a]	1	34	5	English Khmer (80%/20%)		Yes	10
Global History 3[a]	1	34	5	English Khmer (80%/20%)		Yes	10
General Science 2[a]	1	34	5	English Khmer (80%/20%)		Yes	10

[a]Class is exclusively for program students.

NATIVE LANGUAGE STUDIES INSTRUCTION

Project CHASP offers a wide range of native language studies courses in Spanish: 13 sections in the fall and 11 in the spring. Course offerings include Spanish for slow learners, Spanish grammar, composition and literature, and advanced placement literature. Several of the courses are eleventh- and twelfth-grade levels and may be taken as electives even after LEP students are mainstreamed. The Spanish foreign language curriculum offerings at Roosevelt High School facilitate Project CHASP's capacity for carrying out its goal of enrichment and maintenance of the first and in some cases, second and third languages of program students.

An observation of a ninth-grade Spanish language studies class revealed an above-average interest in learning the language. The teacher's warm and supportive approach to both the content of and attitude toward language learning seemed to facilitate communication.

Tables 9 and 10 present data on instruction in the native language for project students.

TABLE 9

Native Language Instruction for Spanish-Speaking Students (Fall)

Course Title and Level	Number of Classes	Average Classe Reg.	Class pds. Per Week	Program Students Exclusively?	Description	Curriculum or Material in Use
LN 1	1	20	10	Yes	Spanish for slow learners	Teacher-made materials.
LN 3	1	20	5	Yes	Spanish for slow learners	Teacher-made materials
LSG	2	34	5	No	Spanish grammar and composition	Espanol Activo, Book #7
LS 4S	1	34	5	No	Spanish grammar and literature	2 Yr. Spanish review Leyendas Latinoamericanas
LS 5S	3	34	5	No	Spanish/American literature	3 Yr. Spanish review Galeria Hispanica
LS 6S	2	34	5	No	Spanish literature	3 Yr. Spanish review Tesoro Hispanico
LS 7S	1	34	5	No	Spanish literature	Mejora tu Espanol, Literatura Moderna Hispanoamericana
LS 8S	1	34	5	No	Spanish literature	Casona, Galdos y Literatura Moderna Hispanoamericana
LSAP 12	1	34	5	No	Advanced placement literature	Neruda, Borges, Matute, Lorca, y Unamuno

TABLE 10

Native Language Instruction for Spanish-Speaking Students (Spring)

Course Title and Level	Number of Classes	Average Classe Reg.	Class pds. Per Week	Program Students Exclusively?	Curriculum or Material in Use
LN 1/2	1	20	10	Yes	
LN 3/4	1	20	5	Yes	Curricular materials
LSG Ungraded	2	34	5	No	remain the same
LS4S 9/10	2	34	5	No	as in the fall.
LS5S 10/11	2	34	5	No	
LS7S 11	1	34	5	No	
LS8S 11	1	34	5	No	
LSAP 12	1	34	5	No	

ENGLISH AS A SECOND LANGUAGE INSTRUCTION

The E.S.L. component of Project CHASP is comprised of thirteen classes offered per semester, four of which are intensive levels offered two periods a day. The E.S.L. coordinator indicated that there are five actual E.S.L. levels: beginning (1,2), intermediate (3), and advanced (4,5). The first levels deal primarily with oral comprehension skills and introduce composition as students progress through the levels. Each E.S.L. level has an accompanying reading course.

There are eight E.S.L. teachers and six paraprofessionals serving the school's 800 LEP students across the five levels. Placement in a given level is contingent upon entry level skills measured by a teacher-made written test, an oral interview, and a reading selection from the LADO series. Students may be moved into another level at the discretion of the E.S.L. coordinator or the E.S.L. teachers.

One of the unique aspects of the E.S.L. needs for LEP students at Roosevelt High School, according to the E.S.L. coordinator, is that there are major differences in the skills developed and required for the Hispanics as compared to the Cambodians. He stated that the Cambodians often have developed academic English language skills but need practice in conversational English to attain fluency. The Hispanic students, in contrast, have the necessary oral language skills in English but need the writing skills. This heterogeneity in E.S.L. classes with both groups combined for instruction necessitates more individualization and multiple group planning in order to reach all of the varied levels and particular needs of the students.

Observations of three E.S.L. classes -- levels 1, 2, and 5 -- revealed that in fact, the courses are sequential as described. The students were highly motivated and uninhibited by the second language. A range of activities from reviewing how, what, where, and when questions -- to introducing present tense affirmative/negative questions -- to constructing persuasive compositions in preparation for the R.C.T. exams were observed. In each case, the objectives were clearly stated and the lessons were highly structured and organized. Students worked cooperatively in all the classes.

Materials in use in the E.S.L. component consisted of numerous rexographs as well as story readers and samples of literature (i.e. folktales).

Table 11 presents data on E.S.L. instruction for project students during the combined fall and spring semesters.

Table 11

Instruction in English as a Second Language and English Reading (Fall and Spring)

Course Title and Level	Number of Classes	Average Class Reg.	Class Pds. Per Week	Is Class for Program Students Exclusively?	Description	Curriculum or Material in Use
LE1N	2	25	10	Yes	ESL structure for slow learners	Teacher-prepared materials; Lado series, Books 1-4
LE1	8	25	10	No	ESL structure for beginners	
LE2	10	20	10	No	ESL structure for beginners	
LE3	10	20	10	No	ESL structure intermediate	
LE4	6	15/20	5	No	ESL intermediate	
LE4A/5A	2	22	5	No	ESL-Engl Dom. Bil	
LE5	5	5	5	No	ESL-Advanced	Blantoon, Composition; Lado, Book 5
LE1R	3	34	5	No	ESL Reading for beginners	Susan Siegel, Basic Skills, Reading/writing
LENR	1	25	5	Yes	ESL Reading for slow learners	Dixon, Eng. Step by step; teacher-made materials
LE2R	7	34	5	No	ESL Reading for beginners	Real Stories (bks 1-2)
LE3R	6	34	5	No	ESL Reading-Intermediate	Journey to Fame
LE4R	5	34	5	No	ESL Reading-Intermediate	Turning Points
LE5R	4	34	5	No	ESL Reading/Adv.	American Folktales
LE4/5AR	2	20/34	5	Yes	ESL/Reading Eng. Dom. Bil.	Int. Folktales

LANGUAGE POLICY

The language policy utilized by Project CHASP as described by the project director and observed by an evaluator is as follows:

--E.S.L. - 100 percent English;

--Native Language Studies - 100 percent Spanish;

--Content-Area Instruction - 100 percent Spanish in the ninth-grade and 90 percent Spanish in the tenth-grade.

In all seven classes observed, which represented a cross-section of Project CHASP's curriculum, the policy was strictly adherred to for Spanish and English instruction. In the case of courses for the Cambodian students, English was the primary language throughout except for the assistance of the paraprofessionals in translating concepts into Khmer.

The language rules appeared evident to students who infrequently code-switched between themselves and the teacher or among themselves. The exception to this rule was when Cambodian students spoke to the paraprofessionals in Khmer in order to understand the English content presented by the teacher. The evaluator was impressed by the amount of native language instruction taking place in Project CHASP in Spanish, as well as the intensive E.S.L. instruction that the bilingual students were receiving.

V. NON-INSTRUCTIONAL COMPONENT

The non-instructional component of Project CHASP consists of such supportive services as counseling, career orientation, visits and contacts by the family assistant, parent education and training, curriculum development, staff development, and extracurricular activities. These non-instructional aspects of the project are presented as part of an integrated cognitive/affective approach to learning.

SUPPORTIVE SERVICES

The supportive services rendered to Project CHASP students by the family assistant, the guidance counselor, and the grade advisor can be observed in the halls, offices, classrooms, and wherever the bilingual students congregate.

The family assistant works primarily as a liaison between the high school, the project students, and members of the community. An interview with her revealed a workload of approximately five to ten parents per day, in addition to ongoing phone calls and home visits. Some of the activities in which she is involved include: referrals to agencies, such as social services, and hospitals; actually accompanying students to agencies; and meeting with parents and students to discuss problems and work out difficulties. The family assistant is a member of the Hispanic community and feels she relates very well to the students and their families. She stressed her frustration in not being able to speak Khmer and communicate more with the Cambodian parents. In terms of the students,

however, she felt that the Cambodians utilized her services as much as the Hispanic students.

The family assistant maintains both general and confidential files on each student in order to facilitate monitoring and follow-up on each case. One of the major issues she constantly deals with is that of culture shock and the generation gap between students and parents whose values are different from mainstream American society.

In 1969, the Project CHASP guidance counselor became the first bilingual counselor in the school. Since that time, she has worked closely with LEP students in terms of admitting, testing, placing, interviewing, and programming for bilingual program students. She also works as a liaison between students and parents in terms of attendance patterns, grades, report cards, etc. According to the counselor, one of the major problems faced by the bilingual students is a lack of consistency in schooling due to mobility patterns and attendance rates. Much of the work beyond academic advisement deals with counseling and assisting students with both personal and academic problems with the ultimate aim of convincing them to stay in school and obtain their diploma.

The bilingual grade advisor described her functions as similar to those of a guidance counselor in that she assisted with academic advisement, referrals to various agencies, and career and personal counseling. The grade advisor explained that she felt a commitment to the students in the bilingual program because she had also immigrated to the United States and could relate to the adjustment process they are undergoing.

An evaluator observed all support personnel in the conduct of their particular roles. The atmosphere created was one of openness, concern, and willingness to listen. All three staff members were extremely busy with students coming in and out throughout the interviews. In all cases, students were given direct and sensitive replies to their questions or needs. In 1982-83, 31 students left the program. Table 12 presents a breakdown by grade of the number of students leaving the program and their reasons for leaving.

Appendix B presents detailed information pertaining to the supportive services aspect of Project CHASP.

TABLE 12

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Total
Transferred to another school	6	4	10
Returned to native country	3		3
Discharged (Job)	3		3
Discharged (Marriage)		1	1
Discharged (Reason Unknown)	10	1	11
Truant	3		3
TOTAL	25	6	31

CURRICULUM AND MATERIALS DEVELOPMENT

This particular aspect of Project CHASP is an integral part of the ongoing process of obtaining, modifying, and developing native language and E.S.L. materials appropriate in terms of the language proficiency and academic skill levels of LEP students.

Spanish materials considered parallel to their mainstream counterparts are being adapted, and many are currently in use for mathematics, pre-algebra, general science, and global history. Classroom observations and actual review of materials in use validated the accomplishment of this facet of the proposed objectives.

In terms of the Cambodian component, however, only two areas have been developed and are presently in use in Khmer -- global history and general science. An evaluator reviewed numerous rexographs written in Khmer for these subjects and saw them utilized in the classrooms, basically for purposes of translation for Cambodian students.

STAFF DEVELOPMENT ACTIVITIES

Staff development for Project CHASP is comprised of three facets. The first has included on-site activities such as orientation meetings, monthly departmental meetings, in-service workshops, demonstration lessons, and lectures. The entire bilingual program staff, as well as school administrators, have participated and had active roles in these periodic staff development activities. Four of six activities held this year were rated "somewhat effective" by the project director, with the others rated as "very effective."

A second type of staff development has consisted of workshops and conferences outside the actual program setting. Four workshops and two conferences dealt directly with Title VII issues such as evaluation design, Title VII applications, research and a "state of the art" for bilingual education (sponsored by NABE, N.Y.S.E.D.-Bureau of Bilingual Education, and N.Y.C. Board of Education-Office of Bilingual Education). In addition, the Board of Education sponsored two workshops addressing LAB testing and the BESIS survey. The project director attended all of the above activities.

Three workshops were conducted for support personnel which dealt with career advice (counseling), financial aid, and college admissions. These were sponsored by CUNY and Aspira, respectively. The bilingual grade advisor attended these workshops.

The third type of staff development consisted of college level coursework at Fordham University, Hunter College, and City College for four professional staff members. The courses were described as "very applicable" to the bilingual program and all would be considered as part of bilingual teacher education preparation. The courses were in the areas of reading, bilingual curriculum, Spanish literature, and Puerto Rican culture and literature. In addition to graduate level work, five paraprofessionals were enrolled in courses at Bronx and Brooklyn Community Colleges. They also assessed the courses as "very applicable" to their participation in the project. The courses revealed a cross-section of liberal arts courses representative of an associate degree curriculum; namely, English, science, math, speech, Spanish, and

history.

Appendix C presents data on staff development activities in school, outside school, and at universities for professional and paraprofessional staff.

EXTRACURRICULAR ACTIVITIES

In addition to the basic non-instructional activities of Project CHASP, a number of extracurricular activities in which program students participate are noteworthy. One of the major activities, and a source of employment for students, is TOLLEPS, which provides occupational skills and English. During the academic year, approximately 25 Hispanics were trained in record-keeping and business machines through this program and 25 Cambodian students were trained in typing. This summer, it is estimated that more than 30 Hispanic and Indo-Chinese students will take the intensive courses four times a week, four hours a day during the month of July.

Bilingual students also participate in cultural activities throughout the year such as: Pan-American Day, Cambodian New Year, and other holidays which highlight the ethnic composition of Roosevelt High School.

In terms of awards and academic excellence, this past year bilingual project students were awarded three out of six United Federation of Teachers' Awards and two out of five Regents' Scholarships. Out of the top ten students in academic performance, seven were from the bilingual project and another bilingual student received a scholarship from Pitney-Bowes, a local business firm. Several of the students in Arista,

the national honor society, were also project students. Finally, one of the Hispanic students won third prize for an essay in the Puerto Rican Heritage contest.

These accomplishments are evidence of the motivation, discipline, and overall academic excellence manifested by Project CHASP students and they stand out to any visitor reading the list of honor students and lists of awards displayed in the lobby of the high school.

VI. FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

Program objectives called for the acquisition of 10 CREST objectives per academic year, approximately 1.10 objectives (in terms of gain scores) per month of attendance. The CREST was administered at the beginning and end of the fall and spring semesters. Table 13 presents the test results by semester.* Data were missing or incomplete for 112 students in the fall term and for 96 students in the spring term. Examination of Table 13 reveals that in the fall term program students mastered 2 CREST objectives per month on Levels I and II. The rate of mastery for Level III students was 0.5 CREST objectives. In the spring, students on Levels I and II mastered an average of 1.13 objectives while Level III students mastered 0.55 objectives per month, the same as during the fall semester. These results indicate a lower rate of curricular objectives mastered in the spring than in the fall. However, overall, the program objective in this area was achieved.

*These data were generated by matching the program's data set against the city-wide test data, matching on name, school, and student indentification number. The match rate was probably reduced by clerical and keypunch errors, as well as absences.

TABLE 13

Results of the Criterion Referenced English Syntax Test

(All Program Students, Pre- and Post-Tested on Same Test Level)

Fall

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	22	7.50	12.41	4.91	2.65	1.85
II	15	13.80	19.80	6.00	2.72	2.21
III	2	12.00	13.50	1.50	3.00	0.50
TOTAL	39	10.15	15.31	5.15	2.69	1.91
			Spring			
I	23	8.52	13.17	4.65	3.60	1.31
II	24	16.79	20.33	3.54	3.78	0.95
III	8	9.63	11.63	2.00	3.77	0.55
TOTAL	55	12.29	16.07	3.78	3.70	1.04

*Post-test minus pre-test.

NATIVE LANGUAGE READING AND COMPREHENSION

Spanish reading and writing were assessed with the Prueba de Lectura, Level III, part of the Interamerican Series of tests published by Guidance Testing Associates. The purpose of this test is to compare achievement in English and Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both mainstream and Hispanic cultures. Test forms CE and DE are divided into levels and correspond to the following grades:

Level	Ages	Grades
1	6-7	1-2
2	7-8	2-3
3	9-11	4-6
4	12-14	7-9
5	15-18	10-12

The publishers recommend that local norms be developed for testing programs. Technical information may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

The program's stated objective was for improvement on the Prueba de Lectura at the $p<.05$ level of statistical significance. Table 14 shows the results for this test. Ninth-grade students met the criterion of statistically significant improvement. There was an insufficient number of tenth graders for computation of statistics. Students were tested on Level 3 of the Prueba de Lectura which is below grade level, indicating

that the Spanish reading skills of these New York City students were below those of the group for which the test was developed (Puerto Rican students on the island). Level 3 appears to have worked well for the New York group: the pre/post-correlation was high, the mean gains reasonable, and the effect size for ninth-grade students was quite large.

TABLE 14

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura, Level 3

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Mean Square Within	Effect Size
9	34	39.97	18.08	49.29	20.28	9.32	.912	6.51	.0001	8.35	1.12

MATHEMATICS, SCIENCE, AND SOCIAL STUDIES ACHIEVEMENT

Program objectives in this area called for a passing rate of 70 percent on teacher-made tests. Tables 15 and 16 present passing rates for all program students and for Hispanic and Cambodian students by grade and semester.

The overall passing rates of students who were reported as enrolled in mathematics classes were 75 percent in the fall and 74 percent in the spring. The overall passing rates in science courses were 86 percent in the fall and 95 percent in the spring. Finally, the overall passing rates in social studies courses were 87 percent in the fall and 94 percent in the spring.

There was some variation between passing rates for content areas. Students generally manifested lower passing rates for mathematics achievement than for science or social studies and passing rates were somewhat higher in the spring term. In addition, the passing rates of Cambodian students were generally higher than those of the Hispanic group, except in spring mathematics courses.

Generally speaking, the criterion in this area was achieved.

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a] (Fall)

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Total N	Total % Passing
All Students						
Mathematics	72	69.4	48	83.3	120	75.0
Science	22	81.9	35	88.6	57	85.9
Social Studies	58	81.0	35	97.1	93	87.1
Hispanic Students						
Mathematics	53	64.2	10	70.0	63	65.1
Science	11	81.8	8	62.5	19	73.7
Social Studies	49	77.6	8	87.5	57	78.9
Cambodian Students[b]						
Mathematics	19	84.2	38	86.8	57	86.0
Science	11	81.8	27	96.3	38	92.1
Social Studies	9	100	27	100	36	100

[a]Mathematics courses include remedial math, general math, pre-algebra, and "other." Science courses include general science, biology, and "other." Social studies courses include world/global history, and "other."

[b]Cambodian students receive content-area instruction in English with translation by, and instructional assistance from, two Khmer-speaking paraprofessionals.

TABLE 16

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a] (Spring)

	Grade 9		Grade 10		Total	
Content-Area	N	% Passing	N	% Passing	N	% Passing
All Students						
Mathematics	58	77.6	52	69.2	110	73.6
Science	23	91.3	41	97.6	64	95.3
Social Studies	49	87.7	44	100	93	93.5
Hispanic Students						
Mathematics	32	68.8	7	100	39	74.4
Science	6	83.3	5	80	11	81.8
Social Studies	32	81.3	6	100	38	84.2
Cambodian Students[b]						
Mathematics	26	88.5	45	64.4	71	73.2
Science	17	94.1	36	100	53	98.1
Social Studies	17	100	38	100	55	100

[a]Mathematics courses include remedial math, general math, pre-algebra, and "other." Science courses include general science, biology, and "other." Social studies courses include world geography/culture, world/global history, and "other."

[b]Cambodian students receive content-area instruction in English with translation by, and instructional assistance from, two Khmer-speaking paraprofessionals.

LANGUAGE STUDIES

Objectives for achievement in native language studies were specified for Cambodian students only. This objective was for attainment of a 70 percent passing rate in this area of study. No data on native language achievement for Cambodian students were reported, since staffing limitations precluded providing classes in the Khmer language. Table 17 presents passing rates for Hispanic students in language studies. These students manifested passing rates of 96 percent and 91 percent for fall and spring, respectively.

TABLE 17

Number of Spanish-Speaking Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

	Grade 9		Grade 10		Total	
	N	% Passing	N	% Passing	N	% Passing
Fall	56	96	12	92	68	96
Spring	35	89	9	100	44	91

ATTENDANCE

Although there were no program objectives pertaining to the attendance of program students, information on program attendance was provided. Table 18 presents program attendance rates by grade and Table 19 compares program attendance to that of the general school population. The attendance rate at Theodore Roosevelt High School averaged 72.3 percent, while program students averaged an attendance rate of 86 percent. The z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. As this difference in attendance rates is highly statistically significant, it may be concluded that program students attended school more regularly than did the general school population.

TABLE 18

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	66	80.45	22.37
10	47	93.81	9.54
TOTAL	113	86.01	19.27

TABLE 19

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
113	3221	86.01	72.30	27.70	3.26	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

The 1982-83 evaluation of Project CHASP revealed that the objectives were followed as stated in the proposal, and modified with approval from Title VII where necessary. The information provided for the evaluation permitted a clear understanding of the project's accomplishments and limitations as presently functioning. All documents reviewed by the evaluation team were complete, up-to-date, and consistent with projected objectives and time-lines.

Both actual project staff and other personnel dealing in some way with the bilingual program exhibited satisfaction and dedication to the students and program philosophy and goals. Staff members were constantly involved with target students and with other personnel above and beyond their assigned tasks. There appeared to be a sense of efficacy and cohesiveness between and among the various members of Project CHASP. An openness permeated the evaluation visits and personnel actively shared insights, offered constructive criticism, and analyzed their own roles and effectiveness in terms of the bilingual students. All personnel were cooperative with evaluation activities which tended to disrupt the usual flow of interaction.

The problems encountered within Project CHASP have been addressed in each individual section of this report. However, the major obstacle to the smooth operation of Project CHASP remains the unavailability of credentialed Cambodian personnel. Secondly, and related to the first obstacle, is a paucity of native language materials in Khmer. Finally, the Cambodian paraprofessionals are extremely overextended in terms of

their roles. They translate materials, stand in as native language interpreters in monolingual classrooms, develop curriculum materials, and conduct general clerical work. Each of these roles is a full-time endeavor.

With these observations in mind, the evaluation team submits the following recommendations:

1) The administration should analyze the need for creating one remedial bilingual mathematics class to provide individualization to those LEP students with difficulties in following the regular bilingual math curriculum offered by the program.

2) The program and administration staff should contact the Special Education Division of New York City Public Schools for technical assistance in diagnosing and placing those LEP students who appear to be in need of special education services.

3) An active search should be conducted to identify the Cambodian personnel necessary for teaching and developing Khmer materials for the Cambodian component of Project CHASP. There is also a need for a Khmer-speaking counselor in order to facilitate communication for Cambodian LEP students. Presently, these students are advised by Spanish/English-speaking counselors who are extremely helpful and sensitive to their needs.

It is recommended that the administration and project staff announce the vacancies in the Bilingual Job Bank located at Hunter College Bilingual Education Multifunctional Support Center, the National Clearinghouse for Bilingual Education, and native language vehicles such as

newsletters, community newspapers, etc. In the meantime, perhaps arrangements could be made for a temporary per diem license in a related area for a native Khmer speaker. In addition, to strengthen the Cambodian component on an interim basis, support services should be provided by a native speaker until such time as the students achieve fluency in English.

Program leadership should also analyze the role of the paraprofessionals in general, with a particular focus on that of the Cambodian paraprofessionals who appear to serve many roles simultaneously due to the shortage of Cambodian professional staff. Prioritization of their roles may result in more effective services for program students.

VIII. APPENDICES

APPENDIX A

Professional and Paraprofessional Staff Characteristics

Function(s)	% Time to Each Function	Date Appt. to Each Function	Education (degrees)	Certification	Licence(s)	Total Experience in Education	Experience: Bilingual	Experience: E.S.L.
A.P. Foreign Language French teacher	.8 .2	9/72 9/82	B.A.,M.A.French Admin & Super.	NYC NYS	A.P. For. Lang. French D.H.S.	10 years A.P. 30 years	1 year	none
T-VII Proj. Dir. Bil. Coordinator	.5 .5	9/82 4/80	B.A.,M.A.Span/Sec. Adv.Cert.Ad & Su	NYC NYS	Span. D.H.S. Bil. Soc. Studies	13 years	11 years	2 years
Bil. Grade Advisor Spanish teacher	.6 .4	2/76 9/80	B.A.,M.A. Span M.A. Guidance	NYC NYS	Span. D.H.S. .Bil.Soc.St., Guidance	8 years	7 years	none
E.S.L. Teacher	1.0	9/70	B.A.,M.A. Span. & E.S.L., 40cr. Guidance	NYC NYS	Span. D.H.S. E.S.L. D.H.S.	13 years	5 years	5 years
Spanish Teacher E.S.L. Teacher	.6 .4	9/68 9/77	B.A.,M.A. Span. Ed.D Education	NYC NYS	Span. D.H.S.	15 years	6 years	5 years
E.S.L. Teacher	1.0	2/80	B.A.,M.A.Italian	NYC NYS	Italian D.H.S.	25 years	none	3½ years
E.S.L. Teacher Spanish Teacher	.8 .2	9/81 9/65	B.A.,M.A.Spanish	NYC NYS	Span. D.H.S.	8 years	1 year	1 year
E.S.L. Teacher Spanish Teacher	.6 .4	9/80 9/65	B.A.,M.A. Span. + 30 crs	NYC NYS	Span. D.H.S.	18 years	5 years	3 years
Spanish Teacher	1.0	9/57	B.A.,M.A.Spanish	NYC NYS	Span. D.H.S.	26 years	15 years	4 years
Vietnamese Teacher	1.0	3/82	B.A., M.A. Fr.	NYC	French D.H.S.	1 year	1 year	none

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APPENDIX A

Function(s)	% Time to Each Function	Date Appt. to Each Function	Education (degrees)	Certification	Licence(s)	Total Experience in Education	Experience: Bilingual	Experience: E.S.L.
Spanish Teacher	1.0	9/71	B.A.,M.A. Span. 30 crs Guidance	NYC	Span. D.H.S	12 years	10 years	2 years
Spanish Teacher Bil. Math Teacher	.6 .4	9/81 2/83	B.A. Spanish	NYC NYS	Span. D.H.S.	2 years	2 years	none
E.S.L. Teacher	1.0	9/76	B.A. French M.A. E.S.L.	NYC NYS	French D.H.S. E.S.L. D.H.S.	13 years	none	7 years
Bil. Math Teacher	1.0	9/78	B.A.,M.A.,Math	NYC	Bil. Math D.H.S.	5 years	5 years	none
E.S.L. Teacher E.S.L. Coordinator	.8 .2	9/76 9/82	B.A. English M.A. E.S.L.	NYC	E.S.L. D.H.S.	7 years	none	7 years
E.S.L. Teacher Prog. Coordinator	.6 .4	2/82 2/82	B.A., M.A. Soc. Studies	NYC NYS	Soc. St. D.H.S.	15 years	none	1 year
E.S.L. Teacher	1.0	9/73	B.A., M.A. E.S.L.	NYC	E.S.L. D.H.S.	10 years	none	10 years
N.L.A. Teacher E.S.L. Teacher	.6 .4	9/70	B.A., M.A. Span. + 30 crs	NYC NYS	Span. D.H.S.	13 years	2 years	6 years
E.S.L. Teacher	1.0	9/82	B.A., M.A. Span. + 30 crs	NYC NYS	Span. D.H.S Common Branches	5 years	2 years	1 year
G.E.D. Teacher Spanish Teacher	.8 .2	10/80	B.A.,M.A. Span.	NYC NYS	Span. D.H.S.	3 years	3 years	none

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APPENDIX A

Function(s)	% Time to Each Function	Date Appt. to Each Function	Education (degrees)	Certification	Licence(s)	Total Experience in Education	Experience: Bilingual	Experience: E.S.L.
E.S.L. Teacher	1.0	9/80	B.A.,M.A. E.S.L.	NYC	E.S.L. D.H.S.	3 years	none	3 years
E.S.L. Teacher	1.0	9/75	B.A.,M.A.French + 30 crs	NYC NYS	French D.H.S. E.S.L. D.H.S.	25 years	none	8 years
G.E.D. Teacher/ Coordinator	.8 .2	9/80	B.A.,M.A. Soc. St.30crs Admin.	NYC NYS	Soc. St. D.H.S.	$8\frac{1}{2}$ years	$8\frac{1}{2}$ years	none
Bil. Soc. Studies Teacher	1.0	9/74	B.A.,M.A. Soc. St.	NYC NYS	Soc. St. D.H.S. Bil.Soc.St. D.H.S	9 years	8 years	1 year
Bil. Science Teacher	1.0	9/75	B.A.,M.A.Science	NYC NYS	Gen Sci. & Bio D.H.S.	8 years	8 years	none
Spanish Teacher French Teacher	.6 .4	9/69	B.A.,M.A. Span/ Fr. + 30 crs	NYC NYS	Span. D.H.S. French D.H.S.	14 years	9 years	none
Bil. Soc. Studies Teacher	1.0	9/78	B.A.,M.A. Soc. Studies	NYC NYS	Bil. Soc. St. D.H.S.	5 years	5 years	none
G.E.D. Teacher Spanish Teacher	.8 .2	4/83	B.A. Span/ESL	NYC	E.S.L. T.P.D.	$\frac{1}{2}$ year	$\frac{1}{2}$ year	none
CHASP TITLE VII Bilingual Paraprofessional	1.0	4/82	24 credits			$1\frac{1}{2}$ years	$1\frac{1}{2}$ years	none
CHASP TITLE VII Bilingual Para-professional	1.0	10/82	10 credits			1 year	1 year	none

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APPENDIX A

Function(s)	% Time to Each Function	Date Appt. to Each Function	Education (degrees)	Certification	Licence(s)	Total Experience in Education	Experience: Bilingual	Experience: E.S.L.
CHASP TITLE VII Bilingual Para-professional	1.0	9/75	30 credits			9 years	8 years	none
E.S.L. Para-professional	1.0	9/82	60 credits			6 years	5 years	1 year
E.S.L. Para-professional	1.0	9/82	40 credits			8 years	5 years	1 year
CHASP TITLE VII Bilingual Para-professional	1.0	9/75	60 credits			14 years	8 years	none
Title VII Vietnamese Paraprofessional	1.0	9/81	60 credits			2 years	2 years	none
CHASP TITLE VII Family Assistant	1.0	9/75	B.A. Education			9 years	8 years	none
E.S.L. Para-professional	1.0	9/74	90 credits			9 years	none	9 years
E.S.L. Para-professional	1.0	9/74	60 credits			9 years	none	9 years
E.S.L. Para-professional	1.0	9/81	60 credits			2 years	none	2 years
E.S.L. Para-professional	1.0	9/81	12 credits			12 years	10 years	2 years

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APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
COUNSELING	Visits to classes Workshops Individual sessions Outside visits from Aspira, Talent Search-Bronx, Puerto Rican Forum College Fair Trips to colleges Financial aid workshops	All of these activities were planned and implemented by the bilingual grade advisor, counselor family assistant, Cambodian educational assistant, and the project director.	Monthly	Spanish/English Khmer/English			X
REFERRALS	Referrals to school based support team	Bilingual counselors	5 students	Spanish/English		X	
	Referrals to outside agencies: Forham Tremont Mental Health, P.R. Family Institute, Crotona Mental Health Group, Louise Wise Services	Bilingual counselors	10 students	Spanish/English/Khmer		X	

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APPENDIX B

Support Services Offered to Program Students (Fall and Spring).

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
FAMILY CONTACTS	Home visits by family assistant, phone calls by all staff members, letters to parents re: school achievement, attendance, meetings, discipline, etc. School activities and assemblies-- Puerto Rican Heritage Week, Cambodian New Year, Pan American week, trips with students and parents to theatre, parks, museums.	All activities include the efforts of the project director, bilingual counselors, family assistant, and educational assistants.	On-going throughout the year.	Spanish/English/ Khmer.			X
PARENT EDUCATION AND TRAINING	ESL Instruction (30-35 parants); G.E.D. preparation (25) parents.	2 per session teachers	Nov '82-Jan '83 4 hrs per week for each class	English Spanish			X
OTHER	School meetings with parents of students in program for purposes of reviewing proposal and program activities.	Project Director	monthly	Spanish/English Khmer			

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APPENDIX C

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency or number of sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-Service	Orientation meetings for staff development.	Project Director and all Title VII staff	Project Director	Bi-monthly-Sept. 82			X
	Orientation for new staff members	A.P., Project Director, 3 new teachers.	A.P. & Project Director	Monthly meetings		X	
Department Meetings	Monthly department meetings	All members of Foreign Language/Bilingual Department	A.P., E.S.L.Coordinator, Project Director, Teacher Trainers.	10 monthly sessions		X	
Workshops	Indo-Chinese language and culture	Foreign Language/ Bilingual Department	Ms. Susan Comeford, Louise Wise Services	June, 1983			X
Demonstration Lessons, Lectures, etc.	Demonstration lessons on E.S.L. and mastery learning.	Foreign Language/ Bilingual Department	E.S.L. Coordinator Spanish Teacher	March, 1983 April, 1983		X X	

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APPENDIX C

Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops Held Outside School	Workshop for Title VII Project Directors	Office of Bilingual Education	O.B.E. Staff	Project Director			X
	Workshop-Title VII Applicants	O.B.E./NYSED staff	OBE/NYSED	Project Director			X
	Workshop for LAB tests	Office of Testing	O.T. staff	Project Director			X
	Workshop for BESIS survey	Office of Bilingual Education	O.B.E. staff	Project Director			X
Conferences and Symposia	NABE Conference	NABE/Washington D.C.	Nationwide presenters	Project Director			X
	T-VII Management Conf. (Evaluation)	NYSED-BBE, Albany	Statewide presenters	Project Director			X
Other	Worshop college advisors	CUNY	CUNY staff	Bilingual Grade Advisor			X
	Financial Aid/Admissions	CUNY	CUNY staff	Bilingual Grade Advisor			X
	BESC Workshop	BESC-HUNTER	BESC staff	GED teach/coordinator			X
	Aspira workshop	Aspira	Aspira staff	Bilingual Grade Advisor			X

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APPENDIX C

University Courses Attended by Staff (Professional and Paraprofessional)

STAFF	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional	Fordham University	Reading Improvement	3 crs/once a week			X
	Hunter College	Bil. Curr. Development	6 crs/twice a week			X
	Fordham University	Spanish Literature	3 crs/once a week			X
	CCNY	P.R. Culture & Lit.	3 crs/once a week			X
Paraprofessional	Bronx Community College	Eng., Science, Math, Speech	twice a week			X
	Bronx Community College	Eng., Math, P.E. Speech	twice a week			X
	Hunter College	English, Spanish	twice a week			X
	Hunter College	Math, Science	twice a week			X
	Brooklyn College	English, History	twice a week			X

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